

**SECONDARY SCHOOL STUDENTS' PERCEPTIONS ON THE
ROLE OF TEACHER COUNSELLOR IN THE MANAGEMENT OF
DEVIANT BEHAVIOUR IN NYANDARUA DISTRICT, KENYA**

BY

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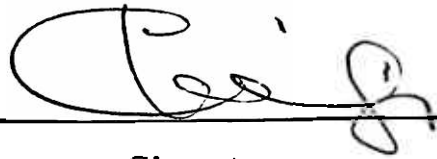
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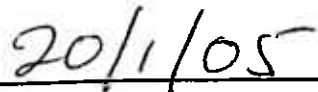
DECLARATION

This research project is my original work and has not been presented for a degree in any other University.



Signature

Christine Muthoni Kahigi



Date

APPROVAL.

This project has been submitted for examination with the approval of the
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DEDICATION

This work is dedicated to my family for their patience and support during the time I was studying. They are my husband Francis Muigai, and my children Simon Kahigi, Johnson Muturi, Peninah wangari and Mary Wangui.

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ABSTRACT

This research was designed to investigate the students' perceptions towards teacher counsellor in the management of deviant behavior. The study was carried out in four secondary schools in Nyandarua District, two of which were co-educational schools while the other two had girls only. All the teacher counsellors from the four schools participated in the study.

The researcher used survey method of research. Survey methods involve obtaining information directly from a group of individuals. More often than not it involves more interviews on questionnaires which may be presented orally, on paper, or in some combination. In this case only questionnaires were used. The researcher gathered quantitative and qualitative data through a partially structured and open-ended questionnaire.

The study also used one-way analysis of variance (ANOVA) to test differences in students' perceptions on matters related to deviance among school students. It has also calculated student's rating on a like scale (1-4) and converted them to percentage values. The mean percentage values were computed for the two categories of schools.

The study indicated that among the many factors that are associated with deviance, the students contributed the greatest part. It also revealed that students believed discipline in schools was likely to improve if more time was devoted to counselling. Further, engagement of qualified teacher counsellors was rated as being positively related to management of discipline in secondary schools.

In the light of the funding a number of recommending were made first, the government should train the teacher counselors in order to make them competent. Second, teacher counsellors should be allocated less teaching load so that they can have more time for guidance and counselling .Third, the government should budget for guidance and counselling in order to enable counsellors. to relevant resource materials and services from resource persons for counseling purposes

Finally, school administrators and the teacher counsellors should be trained in both counselling and administration as a way of to enhances understanding and appreciation of each other's role in the management of deviance in schools.

CHAPTER ONE

INTRODUCTION

Background to the Study

Cases of deviance in schools in Kenya and particularly at secondary level of education have become one of the main problems in our time. Deviance is that behaviour which is against the societal norms. In case of schools, deviance is manifested in breaking of school rules, absence from classes, smoking, fighting, disrespect of teachers, open refusal to take orders, strikes, and riots.

The first case of deviance in a Kenyan school occurred in Maseno school in 1908, when the boys refused to participate in manual labour and pressed for more reading and writing (Sifuna, 1990). Deviant activities have led to an awakening in our country of the problems that the youth are facing today. As Titus Towett was quoted saying, thoughtful men in every era have wrestled with the problem of their time. Every era has been to some extent, a period of transition between a pleasingly plausible past and a freewheeling future (Report on Guidance and Counselling, April 10th, 1978).

The Kenya Government and the Ministry of Education Science and technology (MOEST) has been responding to the problem, of deviance among students. For instance, the Government of Kenya has from time to time formed commissions of inquiry, such as the Presidential Committee on Student Unrest and indiscipline in Kenyan Secondary Schools, chaired by L.G. Sagini in 1991. MOEST formed a Task Force on Student Discipline and Unrest in Kenyan Secondary schools, chaired by Naomi Wangai, the Director of Education in 2001 M.O.E.S.T (2001) recommended

the strengthening of guidance and counselling programmes in schools as a means of helping to curb deviance in the institutions of learning.

Guidance is a process, by which an individual is assisted to understand, accept and utilise his/her abilities, aptitudes and interests and attitudinal patterns in relation to his/her aspirations (Makinde, 1994). Guidance in an educational context involves those experiences, which assist each learner to understand himself/herself and to be well adjusted to the society.

The guidance and counselling division within the Ministry of Education, Science and Technology has the mandate to co-ordinate all the activities of guidance and counselling in the country. This division was established in 1977 and was expected to start with the relevant personnel and resources to facilitate its function (M.O.E.S.T 2001). MOEST went ahead and appointed teacher counsellors in almost all secondary schools to provide guidance and counselling services to respective schools. The study, therefore sought to find out the effectiveness of guidance and counselling offered in secondary schools in the management of deviance from the students' perspective.

In spite of the policies that the Government has put in place with regard to management of education and controlling deviance, the learning institutions have continued to face increased cases of deviance characterised by students' unrest. For instance, incidences of school disturbances increased from 0.9% in 1980's to 7.2% in 1990's (MOEST Report 2001).

The nature of student unrest has also changed from class and food boycotts to serious misbehaviour such as destruction of property and murder. For instance, male students of St. Kizito Secondary School in 1991 invaded the girls' dormitory and

violently raped a number of them. In the melee, 19 girls lost their lives as they suffocated to death when they scampered in one corner of the dormitory to escape from the rapists (Daily Nation 14th July 1991, and East African Standard 14th July 1991). In Nyeri District in central Kenya, a few students in 1999 locked up 4 school prefects in their cubicles while they were asleep, poured petrol and set them on fire, killing them (MOEST 2001). Another arson attack by fellow students in Kyanguli Secondary School, in Machakos district, resulted with burning to death of 68 students while scores of others were seriously injured (Daily Nation, May 15th, 2000).

The frequency of the deviance has now reached alarming rates and is almost on a daily basis. According to statements from education officials through the mass media between March and July (2003), over thirty schools in the Republic of Kenya were involved in cases of deviance. Damage to school property and disruption of learning has become a matter of concern. For example, Muhoho High School in Kiambu District of Central Province burned down the school Library and the Store early June 2003 when the students rioted. Provincial Commissioner Peter Raburu was quoted verbatim in Nation of 27th September, 2003 stating that forty schools had gone on strike in the month of September 2003. The frequency of school unrest seem to suggest that the role of guidance and counselling programme require to be investigated in an attempt to find out how it can be made more effective.

1.1 Statement of the problem.

Given the magnitude of school unrest in Kenyan secondary schools, an investigation into its causes and how guidance and counselling programme is managing it is necessary. This study has therefore, examined the role of the teacher

counsellor in the management of school discipline. Specifically, the study intended to establish the impact of the teacher counsellor in the management of students' unrest among secondary schools students.

1.2 Objectives of the study.

The specific objectives of the study were to:

1. establish the causes of deviant behaviour in secondary schools in Kenya,
2. find out how school authority addresses deviant behaviour in all girls' and mixed secondary school.
3. investigate the role of the teacher counsellor in the management of deviant behaviour in all girls' and mixed secondary schools,
4. Investigate the student perception of the teacher counsellor in handling deviant behaviour by students from all girls' and mixed secondary schools.

1.3 Study questions.

On the basis of research objectives four research questions were formulated. These are:

- a) What are the causes of deviant behaviour in secondary schools?
- b) How does the school authority control deviance in all girls' and mixed secondary schools?
- c) How is the teacher counsellor involved in the handling of deviant students in all girls' and mixed secondary schools?
- d) What are the students' perception of the teacher counsellor's effectiveness in handling deviance in all girls and mixed secondary schools?

1.4 Significance of the study.

The study is expected to be significant in the following ways:

First, the study is likely to provide understanding of the school factors associated with deviance, and the ability of the teacher counsellors to manage it.

Second, it may reveal important issues that need to be addressed by policy makers, and the wider society in order to put measures in place to prevent eruption of deviant behaviour that leads to destruction of property and loss of life. This may also help to prevent loss of opportunity by students to continuing with education by forestalling expulsions of students due to deviant behaviour.

Finally, the study may provide some insight into social problems in our society, and how they impact on school discipline.

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1.5 Scope of the Study.

The study was conducted on students and teacher counsellors of selected secondary schools in North Kinangop Location of Nyandarua District in Central Province. Therefore, findings may not be generalised to all deviant cases in Kenya.

1.6 Operational definitions.

These refer to definitions of terms used in this research.

Deviant behaviour: refers to behaviour that is against the societal norms and in this case, the school norms such as breaking of school rules, sexual offences, and disrespect of teachers among others.

Drop out - Refers to those students whose education is terminated before completion of the four-year course.

Drug abuse: Refers to the use of illegal drugs or use of legal drugs for non-medical purposes.

Expulsion - Refers to lawful termination of a student's education from a given institution.

Guidance and counselling - An interaction process between teacher counsellor and students (counsee) which facilitates meaningful understanding of oneself and environment. The process may result in the establishment and or clarification of good values for future behaviour.

Indiscipline - Refers to acts of deviance against school authority during school sessions and may be manifested as class boycotts, refusal to eat food, demonstration, drug taking and alcoholism.

Riots: Chaotic deviance by students, which sometimes results in destruction of property and loss of human life.

Social Economic Status: The place of the individual in the class structure in terms of level of education, income, and occupation, relative to others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter has reviewed literature related to causes of deviant behaviour and provision of guidance and counselling as a measure to control deviance. In the study deviance refers to acts of lawlessness and disorders, individually or collectively, precipitated against an established norm (Makinde, 1984). The study also takes guidance and counselling as a process, developmental in nature, by which an individual is progressively aided towards developing ability to set goals and to maturely handle difficulties encountered.

Specifically, the study has reviewed literature related to theories of deviant behaviour with a view of getting an insight into possible causes of deviance. It also reviewed literature related to the variables associated with the causes of deviant behaviour such as family background and the school environment, the two main agents of socialisation of the youth in our present societies.

The study also looked at literature related to guidance and counselling, such as qualities of a teacher counsellor, namely; an innate willingness to help, trustworthiness, eloquence, knowledge, role modelling and possession of counselling skills. Kiura and Gitau (1998) stressed the importance of counselling skills in preventing deviance among students. The study also reviewed some of the researches that have been conducted on the causes of deviance among Kenya's secondary schools from 1970 to the present. Muga (1975) carried out a research on crime and delinquency, but did not address the causes of crime and delinquency in Kenyan secondary schools. Kinyanjui (1975) investigated the strikes in secondary schools, but

his research was limited in scope and it emphasized the need for protecting victims. There was another wave in the early 80s and 90s that provoked another wave of researches. Ndung'u (1989) looked at how guidance and counselling was being offered in schools. However, she did not research on the actual feelings of the students on its effectiveness in minimizing deviance. Awoundo (1993) studied deviant behaviour and the maintenance of public order but the limitation of his study was that it was not specifically addressed to secondary schools. Getui (1993) investigated the religious aspects of secondary school life and found out that, the youth were not taught moral values effectively as they related to behaviour. The study did not make observations on the effect of guidance and counselling in improving behaviour. Kombo (1998) investigated correlates of students' deviant behaviour and the provision of guidance and counselling but did not address the level of the student's appreciation of significance of the objectives of guidance and counselling. His study was also limited to Nairobi Provincial schools only.

Wango (2003) researched on the teacher preparedness in curbing violence in schools, but did not address the students' view of guidance and counselling. This study intended therefore to fill the gaps alluded to by finding out the value that the students attached to guidance and counselling services and the teacher counsellor in particular in the management of deviant behaviour.

Theories of deviant behaviour.

In this section literature on physiological, psychological and social theories has been reviewed. These theories attribute deviance to some organic defect or pathology that a person is born with, such as chemical imbalances. Others attribute it to vitamin

deficiency, and others to chromosome abnormalities. The defect is not physically observable, and would need specialized training to diagnose it in a person.

It is the assumption in this study that a trained teacher counsellor is aware of this information and would know how to guide a student with signs of such kind of a problem.

Psychological theories of deviance.

The theories attribute deviance to illness of the mind. Hararambos and Holborn (1995) refer to psychological problems of deviants as resulting from emotional disturbances in the past that left them mentally disturbed. Tibamanya Mushanga (1976) asserts that mental abnormality appears to be closely co-related to processes of modernism. Sutherland & Cressey (1976) concur with this view. Some unfavourable conditions of modernism that are associated with deviance include:

Strain, stress and frustration reinforced with urbanisation, slum conditions, alienation and all that is concomitant to the

Process of modernisation. Sutherland and Cressey (1976) asserts that investigation of the mentality of delinquents, misdemeanours and other antisocial groups show the single cause of low-grade mentality.

Social theories and deviant behaviour.

One of the social theories is the theory of culture and social structure by sociologists like Merton, (1968). He attributes deviance to stratification of society, where people have more or less the same values but they occupy different levels of social strata and lack the same opportunities to realise those values. Nkinyang (1981) demonstrated how deviance in capitalist world rose with development in education.

He proposed an analysis of education in Kenya in the wider context and especially on social class structure, which was evolving even at school place. The school has rapidly become another arena of expression of the class struggle, and studies are needed to explore how students understand these processes and how they are perceived as influencing their life-chances. Wafula (1985) seemed to have shared the same view when he cited unequal distribution of resources as one of the causes of strikes in schools. The students in poorly equipped schools felt hopeless in attaining the same goals as those in the equipped ones. East African Standard (2000, July 3rd) made an observation that seemed to be supporting this, that the schools that report cases of deviance are likely to be District mixed secondary schools with scarce educational facilities.

Other social theories include the theory of Differential Association, by Sutherland and Cressey (1976), which claims that a person becomes delinquent because of an excess of definitions favourable to violation of Law definitions unfavourable to violation. This assertion is based on frequency association with other people, where for instance: a person by nature of his occupation spends more time with deviants, while the society expects the opposite in his behaviour. Makinde (1993) seemed to imply the same when he noted that acts of indiscipline rampant in schools appeared to be a replication in small forms of what was happening in the society. Even Kombo (1998) observed that children who grew up surrounded by violence saw this as a permanent way of life. However Ndung'u (1989) asserted that, guidance and counselling had been designed to assist students to develop and accept an integrated picture of themselves and their roles in the society. This study has assumed that

guidance is designed to help each individual adjust to his/her environmental factors and the unique features of each school. Guidance is a process, not a simple event, and it involves a series of actions or steps progressively moving towards a goal.

The theories discussed here above ought to guide the expected scope of teacher counsellor's awareness of possible causes of indiscipline among school children. The teacher counsellor is expected to use such knowledge in preventing and managing it. The Ministry of Education Science and Technology expects a teacher counsellor to know these theories and appropriately apply them. For instance, (MOEST, 1977) Guidelines on Guidance and Counselling Programme in secondary schools identifies three areas requiring guidance and counselling. These are vocational guides that are expected to assist a student to choose an occupation. They are also educational guides that help pupils in their personal, social, psychological and academic work, providing a student with information on how to build self-esteem and to behave in consideration to other students and members of society. But Duda (1996) in his research had observed that the teacher counsellors lacked the skills and techniques to handle students' problems effectively. This research attempted to find out what the students felt about teacher counsellors with respect to their ability to manage deviance among students.

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Factors contributing to deviance in schools.

This section reviewed literature on the family, and the school environment. This is because both the family and the school form the main socialising agents and therefore have the most influence on student's behaviour.

The Influence of family background on deviant behaviour

The review identified a number of factors, such as the socio-economic status and upbringing/socialisation. The family is a sub-unit of a cultural group that may impact on the individual from the quality of relationships that exist between parent/child, sibling/sibling or husband/wife.

Charlton & Kenneth (1993) say that parents need to realise how the feelings of a mother towards her children, for instance, plays the most significant role in children towards their development and attitude towards those around them. This is because the family is the centre of all our strongest emotions. It becomes a matter of concern when Straus (1980) goes further to say that mothers who have witnessed violence in the home as children, are four times likely to abuse their children, and it is not rare for the physical abuse to be carried out for three generations to come.

Wolfgang & Savitz and Johnson (1962) observe that: lack of love or too much love, an unhappy home, a too harsh or too lax father, an authoritarian or permissive parent, lack of family solidarity, parental inconsistency or parental discrimination for a favourable child result to rebellion, personality problems and delinquent behaviour in children. Besag (1989) in a research observed that over punitive, authoritarian rather than authoritative style of family discipline can result in a child being hostile and aggressive.

Straus (1980) also found out that children growing up in a coercive environment commonly develop into coercive people who in turn rear children likely to repeat the same pattern. Even Bandura (1969) asserts that parents using harsh physical discipline are modelling to the child that this is an effective way of

controlling others and getting one's way.

It has been observed that most cases of students with emotional problems come from disturbed families where they have been subjected to child abuse, have fathers who batter their mothers, parents who fight to a point of killing one another, irresponsible parents or separated single parent whose children want to know who their other parent is. Kigamwa (East African standard 24th September,2003) a consultant psychiatrist, reported that research shows an increase in mental disorders in Kenya, and children brought up in homes where they receive double messages from parents who are always fighting are the main victims. This study intended to find out whether students see the teacher counsellors as being able to help when they have such family problems as individuals.

School factors and deviant behaviour.

The study also reviewed information that identified school factors as contributing to deviance among students. This included type of leadership, teacher/pupil relationship, school rules and regulations, school curriculum, peer-pressure and drug abuse, as well as government policies in education. Tyler (1989) says that the school is a localised administrative entity concerned with face to face instruction of the young usually on a single site. Boles & Davenport (1925) define leadership as a process in which an individual takes initiative to assist a group to move towards production of goals that are acceptable, to maintain the group and dispose of those needs that impelled them to join in the first place. Rue & Bryars (1993) refer to leadership as ability to influence people to willingly follow one's guidance or adhere to one's decision, while Fullan (1992) says the most important leader in any

organisation is the leader who is largely responsible for directing it towards the set goals. Ndegwa Report (1989) on education cites the objectives of education in Kenya as to prepare and equip the youth of this country to play an active and effective role in the affairs of the nation. He says it is vital that they start learning to do so in the school they attend. It is therefore important that the school leadership be in a position to lead the institutions they lead towards success in attaining those goals.

Hargreaves (1967) had observed three types of leadership in his research on school leadership. These are authoritarian, democratic and *laissez-faire* systems of leadership. In the authoritarian system, the students were observed to be hostile to the authority and each other, uncooperative, and only worked under supervision. In the schools where leadership was democratic, the students were observed to be friendly, cooperative and showed initiative. In the *laissez-faire* system of leadership, the students were observed to lack interest in schoolwork, and were hostile to their leader.

Research in Kenya schools indicates that school heads are partly to blame for cases of deviance in their schools. MOEST indicated that most heads of schools experiencing trouble fitted in either authoritarian or *laissez-faire* category. Koech was reported by East African Standard (1999; June, 26th) as advising the head teachers to change their style and management techniques, as formally centralized and authoritarian school management system is out of step with present youth generation and today's world.

Anderson J.W (1972) refers to strikes as essentially symptoms of deep seated long term student disaffection far less tangible than suggested by the immediate apparent cause of disturbances. Kinyanjui Kabiru (1975) too says that, strikes are results of

deep-rooted frustration as a result of accumulation of grievances, which go unresolved until they are triggered by some incident. Schools that have been perceived as undemocratic and oppressive have triggered some of these deviant behaviours. Wafula (1989) says the notorious typical incident of deviance sparked off by a badly cooked meal, has to be viewed in the context of far more basic cases. It is clear that morale among secondary school students has deteriorated so much that trivial incidents can lead to serious deviance and violence.

School rules have been observed to have their share of contribution to deviance. This includes application of double standards by the school administration, such as students from influential families getting away with certain punishments after breaking school rules, too much power vested on prefects and abrupt change of rules with every change of school heads. (MOEST 2001).

The same report indicated that in some cases there are no viable mechanisms of enforcing school rules and regulations. For instance, the elimination of caning in the recent past in schools in Kenya has been observed to have resulted in increase of indiscipline as it created a vacuum since an alternative has not been provided.

Lack of uniformity among schools in the application of half-term policy like carrying of foodstuff to schools and visiting days are cited as other causes of deviant activities. This has resulted in riots in the schools that have no half term breaks as students demand to have equal rights and privileges enjoyed by other schools.

Other causes have little to do with the headteachers, and may be beyond their ability to help. For instance, Kinyanjui (1975) observed other issues that included transfer of popular teachers and lack of enough subjects' teachers are beyond the

headteacher's control. Demand for high quality food, which the school stipends from the Government and the school fees cannot meet, are some of the examples.

On teacher/pupils relationship as a possible contributing factor to deviance in schools. Frude and Gault (1984), Galloway. (1982) says that knowledge of schools policies and teacher's attitude is often important in understanding disruptive behaviour. Sadker and Sadker (1992) say that the headteacher ought to be a visible presence in the hallway and the classroom, active and involved in spending more time with students and teachers and less time in the office. But Njiru (1960) observed that in Kenyan schools teachers become tense when the head teacher is moving around and take it negatively that they are being spied on. Pupils express similar sentiments not just between them and the head but the teachers as well. Cases of ambitious deputy heads have been cited as inciting students into disobeying school administration (MOEST 2001). In all these the study intended to look at the role played by the teacher counsellor during such occurrences to improve relationships and hence minimise situations that may lead to deviance.

Another issue affecting teacher/pupil relationships is the school curriculum. Wawire (1996) observed that the wide curriculum was another problem that led to soaring of relationships in schools. Students are often punished for not completing homework in spite of the fact that most schools lack enough reference materials to use.

Under school factors studied, peer pressure has been noted as another contributing factor to deviance. This can be observed at a glance through the number of cases of deviance triggered by students' punishment by a teacher or school head. In Cherangany mixed school in Transzoia, a prefect averted arson as students were about

to set the school on fire protesting the suspension of six students who had come to school drunk after an outing (Daily Nation, June 22nd, 2001). Peer pressure can also be observed in the increasing cases of drug taking, believed to be one of the major causes of deviance in schools. Njuguna (Daily Nation, 1999) the Chief Inspector of schools in charge of guidance and counselling reported during a head teachers' meeting that 34% of school students took "hard" drugs. The head teachers in the meeting where this was said recommended establishment of rehabilitation centres countrywide to reform students addicted to drugs. Former Minister of Education, Henry Kosgey, in a press statement when releasing the report on Student Discipline and Unrest in Kenyan secondary schools (25th September 2001), had promised that the MOEST will collaborate with professionals such as psychiatrists and psychologists in counselling and rehabilitation of drug cases in schools. Drug abuse was regarded to as a major cause contributing to strikes.

Guidance and Counselling and students' Perceptions of teacher Counsellor

In reviewing literature related to guidance and counselling, the criteria used to determine the studies to be reviewed were their relatedness to guidance and counselling problems being investigated by the present study. Guidance and counselling in this study refers to an on-going process that helps the individual to recognise and use his/her inner resources, set goals, make plans and walk through problems in a healthy manner. Counselling may be more concerned with addressing and resolving specific problems, making decisions, coping with crises, working through feelings and inner conflicts or improving relationships with others. It can therefore be said that guidance and counselling in a school situation aims at helping

students gain insight into the origins and the development of emotional difficulties, leading to an increased capacity to take rational control over the feelings and actions. As Mutie and Ndambuki (1989) put it, guidance and counselling aims at altering maladaptive behaviour and assist students to fulfil their potential or to achieve an integration of previously conflicting parts of themselves, and provide students with skills, awareness and knowledge which will enable them to confront social inadequacies.

Towett (1978) referred to the conditions of living for all our people as rapidly changing making the individual depend more upon some sort of external help and assistance. Inevitably, some individuals in our schools who are hampered by lack of proper guidance will not be able to realise all their aspirations (Report on Guidance and Counselling Seminar for Secondary School Teachers, 1978).

Mutie and Ndambuki (1989) consider to have many difficulties that students may express in a number of ways such as withdrawal, unhappiness, annoyance, anger, inability to meet needs, failure in exams, anxiety and hyperactivity. The boys and girls in schools require a great deal of psychological support. To prevent chaos and destruction, counselling should provide personal and social guidance in educational institutions. Counsellors should be able to learn causes, symptoms and signs of these problems and how to prevent, deal or cope with them.

The review noted that Kenyans needed to be made aware of the importance of guidance and counselling. Tumuti (1985) proved the point by tracing the history of development of guidance and counselling in the USA.

The American society came to understand the concept and the importance of

guidance and counselling as a result of concerted effort by the government. U.S government recognised the findings of the country's scholars and implemented their recommendations. For instance, Frank Parsons first offered guidance and counselling in 1908, to the under-privileged youth of Boston. Parsons encouraged students to become aware of occupational opportunities through vocational guidance. Then Anna Y. Reed established guidance and counselling services in 1909 in Seattle Washington. She believed in stiff competition for grades in school and that the role of the counsellor was to guide students in that competition.

The US government expressed its support for guidance and counselling by passing a series of Acts. For instance George Reed Act of 1929, increased federal supports for vocational guidance; George Reed Act of 1935 authorised federal funding for vocational guidance, reinforced by George Barden Act of 1946. Then in 1958 the National Defence in Education Act (NDEA) provided funds to support school guidance programme and for training secondary school counsellors. NDEA was amended by congress in 1964 and provided funds for preparation of elementary secondary and post secondary school counsellors. More recently in 1976, congress Public Law 94-482 was passed, by which an administrative unit on guidance and counselling was established in the US office of Education. This provided funding opportunities for guidance and counselling programs.

Not many educationists in Africa consider guidance and counselling as an integral part of the education and growth of every child. However, various educational commissions have addressed the need to provide guidance and counselling services in Kenya secondary schools (Ominde Report, 1964; Gachathi report, 1976;

Kamunge Report 1999).

A number of studies have also been conducted to investigate the extent to which guidance and counselling programmes are implemented in schools in Kenya: Duda (1996); Muithya (1996); and Kombo (1998). In spite of the recommendations, provision of guidance and counselling programme in Kenyan schools there is no vote in the budget in the Ministry of Education Science and Technology. MOEST (2000) reported lack of funds as one of the major frustrations of the department of guidance and counselling. Ndungu (1989) noted that MOEST launched the guidance and counselling unit, with a skeleton staff and without money to train more. This was in spite of the department being mandated to establish guidance and counselling programmes in all Kenyan schools, particularly secondary schools and train teachers to run the programmes. Although the intentions were good it is obvious that there were financial constraints that continued to affect the effectiveness of teacher counsellors.

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Tumuti (1985) has also referred to the individual publications by American scholars that contributed a lot to acceptance of guidance and counselling by the American people, students included. For example Carl Rogers (1942) on counselling and Psychotherapy. Skinner B.F (1953) on Science and Human behaviour, Charles Truax and Robert Garkhuff (1967) Towards Effective Counselling and Psychotherapy. Yet in Kenya such publications would be too costly for individuals while the government offers very little in form of sponsorship of scholars to encourage them in such endeavours. Ndung'u (1989).

The review has also emphasized the importance of training teacher counsellors

in counselling skills (MOEST 1977 and 2001). Makinde (1984) states that school counsellors ought to be trained to promote good neighbourliness, good attitude and disciplined behaviour in schools. This would be possible through development of the virtue of give and take, through the enforcement of self-control and self-discipline.

According to MOEST, the foremost qualifications in the selection of teacher counsellor for a school is the teacher's sincere interest in each student's development as a person and his/her commitment to a programme that will provide conditions for their development. He/she needs to be warm, and an outgoing person who can inspire confidence of students and the support of fellow staff-members. Because he/she would have to relate to parents and others in the community, he/she is expected to have a good public image. He/she needs initiative to develop new areas of service as needed. He/she must have organisational ability to establish priorities, for he/she would be faced by many and varied demands on his/her time. And of course he/she would be a person of mature judgement. This study intended to find out the availability of the teacher counsellor and their ability to meet the many challenges as they work to reduce deviance.

Kiura and Gitau (1998) refer to the importance of a teacher counsellor having counselling skills in order to be effective. Among the skills are, being a good listener who does not interrupt the counsellee, one who respects individual dignity, trustworthy and observes confidentiality, a helper through the search for answers to a counsellee, and a good communicator. While some of these qualities are in ones personality the truth is that most of the skills are acquired through training. A research by Muithya (1996) in Machakos District, found that of all the teacher counsellors

running the programmes in their respective schools. 6 were diploma teachers, 6 untrained graduates. 8 B.ed graduates. Only 3 of them had received further training in counselling through seminars. The present study was expected to shed more light on the issue of training of teacher counsellors. Makinde (1984) continues to say that counsellors are supposed to be in the school all the time to prevent crimes, rehabilitate the indisciplined and formulate programmes of development of good neighbourliness. This indicates that a teacher counsellor ought to be free from other responsibilities, such as teaching in order to give all their time to students. But in Kenyan schools teacher counsellors have the same teaching load as other teachers. Ministry's policy is that they get a lighter teaching load but the chronic shortage of teachers in Kenyan schools renders the policy impractical.

Duda (1996) found out that the Kenyan teacher besides lacking skills and techniques to handle students' problems effectively, he/she also had an overloaded teaching schedule that left little or no time for counselling. In addition he/she lacked basic guidance and counselling tools like books and room. Ndungu (1989) asserts that teachers shun such responsibilities like counselling, as it is just an extra burden less important compared to coverage of the syllabus. This study aimed at finding out from the students the adequacy of time the teacher counsellors devoted to counselling.

In the review, the importance of support for guidance and counselling from the school community as a whole, for it to be effective was evident. Makinde (1984) refers to importance of the administration and the teachers to support the programme if it was to be effective. However, the review reveals some attitude that may impact negatively on the performance of the teacher counsellor. For example, Kushel (1984)

reports some responses he got from some teachers during an informal meeting on how they viewed the teacher counsellors. Their responses painted a teacher counsellor as "a young man bucking for vice-principal, an undercover man for the administration and not a very good teacher."

The situation in Kenyan schools is not much different. Teachers and students treat teacher counsellors with suspicion as their work demands that they consult constantly with the headteachers. Other teachers see a counsellor as one who sits to listen to students' problems without ability to do much about it (Ndungu, 1989). Some headteachers feel threatened in their positions, as the teacher counsellors tend to be intimately close to groups of students.

Headteachers are known to have accused teacher counsellors of incitement. Lack of registration to protect teacher counsellors leaves them vulnerable to those that feel threatened, and this undoubtedly hinders them from utilising their full potential as counsellors especially in management of deviance.

Lack of support from the senior management in the government and limited resources has been cited as other problems interfering with provisions of guidance and counselling. For instance, Kombo (1998) found out that lack of support of teacher counsellors' role in the management of discipline by headteachers led to deviant behaviour among students. He therefore recommended that headteachers should promote positive perceptions of the teacher counsellor in schools. Hersey and Brandhardt (1972) support this approach when they said that in essence, leadership involves accomplishing goals with the people through people. Therefore a leader must be concerned about tasks of human relations as well.

During the review of the literature it emerged that, it would help too if other teachers would recognise and appreciate the role of the teacher counsellor. This would help to raise the esteem of the teacher counsellor and that of the programme. Guidance and counselling should have a provision in the school timetable. This would translate into school authorities' support of guidance and counselling activities.

Duda (1996) observed that some students consider guidance and counselling a stigma and avoided it. This indicated a need to make students aware of the purposes of the program and how it will help them to make use of it. Students working in counselling committees or peer counsellors contribute additional ideas that may lead the counsellor to know the specific needs to be addressed before situations erupted to deviance. For instance, Ndungu (1989) observed that where counselling was being offered, it was offered during crisis, and only to students with problems. The students were not keen on having more counsellors either and the reasons the students gave were that they are never involved in planning the programmes. There is consolation however that there is a growing realisation for the need for guidance and counselling at least from those that can do something about making it popular to the masses. Examples are the recommendations by the Education Review Commission, that professionals, who hold postgraduate grades in counselling, should conduct the programs. MOEST (2001) recommended that guidance and counselling should form one of the steps by which schools can use and intensify in order to curb indiscipline.

In summary, it is clear from the review of related literature on deviance, that home background and school factors contribute to deviance among secondary school students. It is also clear that opinions from most researchers show the importance of training for a

teacher counsellor. in order to be skilled enough to be able to discern the intricate causes of deviance if they are to make an impact in influencing proper behaviour or modifying improper behaviour. The study has also indicated that deviance is as a result of many factors: Physiological, Psychological and Social and may on occasions require professional handling. Furthermore it is clear that deviance results from the interaction between the family and the school community. Among family factors are socio-economic status, parent/child relationship, socialisation/cultural, and background/upbringing. Among the school community are relationships such as teacher/teacher, student/student (peer pressure), and student/teacher. As a result, the review showed that there is need for counselling and recommendations for the same have been made to that effect by government's educational commissions, ministry's task forces, as well as individual scholars. It also emerges that some of the recommendations have been effected such as guidance and counselling department in all schools and teacher counsellors for each. The review has established that most of the teacher counsellors lack training to give them skills and techniques and that they lack tools and materials for reference. Support from the government and some school administrators, as well as the teachers is not adequate. Even the students and the general public have not yet grasped the real meaning and importance of guidance and counselling.

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CHAPTER THREE

RESEARCH METHODOLOGY

Introduction.

This chapter is concerned with various aspects of research methodology used in this study. It consists of the research design; areas of study population, sample selection, and research instruments used in data collection and data analysis techniques.

Research Design.

The researcher used a cross-sectional survey design. This design was preferred because it facilitated data collection from a representative sample of the target population namely secondary school students and teacher counsellors. The design was suitable in obtaining information on opinions and perceptions from a large number of participants. The researcher adopted both qualitative and quantitative methods of data collection. The open-ended questionnaire was used to allow respondents to record their responses in full and not rely on structured answers only. The closed ended questions aided in collecting quantitative data.

Area of Study

The study was carried out in four public secondary schools in North Kinangop Division of Nyandarua District in Central Province, Kenya. These schools were Karima Girls High School, Magomano Secondary School, (girls only) Mwenda-andu Secondary School (mixed school) and Muruaki Secondary School (mixed school). Nyandarua District was purposely chosen because it is one of the districts in Central Province that has been reporting frequent occurrence of deviance in the last three years. (MOEST 2001)

Sample Selection

The population of this study constituted 160 students from four secondary schools, which were purposely selected. The reason for purposive sampling of the schools was that the division has 15 secondary schools, 11 of which are government aided. The researcher wanted a student sample of both boys and girls from schools with operational guidance and counselling departments. While there are two girls' only secondary schools out of the 15, there are no secondary schools in the division for boys only. Of the four selected schools, only one had not been involved in serious unrest. The students were selected from the sample schools using a systematic random sampling technique from all class registers. This method was preferred because it provided each student with an equal chance of being selected. The teacher counsellors of the selected schools were included in the study. A total of 160 students and 4 teacher counsellors participated in the study.

Research Instruments.

The researcher used questionnaires to gather data from the respondents. The questionnaires were preferred because they enabled collection of information from a large sample of respondents within a short time. They were also suitable because the target population was literate.

The questionnaires were mainly objectively structured but a few questions were open-ended. The student questionnaire had four sections. Section A of the questionnaire collected data on causes of deviant behaviours, B on students' perception of authorities' method of controlling deviant behaviour, C on teacher counsellors' teacher counsellors' ability in the management of deviance while section D was on students' demographics. The teacher counsellors' questionnaire had five sections. Section A collected data on teacher counsellor's professional qualifications as a counsellor, B on counselling techniques, C on causes of deviance, D on teacher counsellors' perception on authorities' method of controlling deviant behaviour, while Section E collected data on background information of the teacher respondents.

Validity of the research instruments.

In order to establish the validity of the instruments, consultations were held with the supervisor. In addition three other members of the department of educational foundations studied the questionnaire and suggested changes that were incorporated by the researcher. A pilot study was conducted with students from a school that had not been targeted for the study. Their responses showed that the questionnaire was too long. The questionnaire was consequently shortened and made focused on the study issues.

Data collection Procedure.

The chairman of Department of Educational Foundations issued the researcher with a letter of introduction. The letter was presented to the Ministry of Education Science and Technology for the purpose of being issued with a research permit. The researcher was given the research permit and an introduction letter, which was to be presented to the District Commissioner and District Education Officer of District where research was to take place. The researcher contacted the authorities of the sampled schools on the appropriate days when the questionnaires would be administered to the respondents. The researcher administered the questionnaires herself to ensure that all questionnaires were properly filled.

Data Analysis Techniques.

Data collected from each questionnaire was categorised and edited to ensure all responses were included. The Data was coded, summarized, and converted into frequencies and percentages. The responses from the open-ended questions were also coded to allow quantification. The study used percentage rating on methods of controlling deviance in the analysis for girls' only and mixed schools separately. The percentage values are computed for the two groups, that is, girls' only and mixed schools.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

This chapter presents data and major findings of the study as they relate to the research questions. Results are presented in tables, figures, frequency counts, and percentages. For purposes of comparison, the data from the schools have been grouped into girls' only and mixed schools. The number of respondents per type of school is presented in table 4.1

Table 4.1 Respondents by type of school

	Frequency	Percent	Valid Percent	Cumulative percent
Girls only school	83	51.9	51.9	51.9
Mixed school	77	48.1	48.1	48.1
Total	160	100.0	100.0	100%

The data in table 4.1 shows respondents from girl's only schools were, 83 (51.9 %) while those from mixed schools were 77 (48.1 %). The differences in percentages are minimal and therefore negligible when it comes to results of the responses from both types of schools.

The study looked at the students' socio-economic status by establishing the parents' level of education. This shed some light on the calibre of students that the teacher counsellor and the teachers in the school dealt with. Data on the parents' level of education of the students studied are summarized in table 4.2.

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Table 4.2 Parents' Level of Education

Level of Education	Mother's		Father's	
	Frequency	%	Frequency	%
None	2	3.5%	1	2%
Primary Education	11	20%	4	7%
Secondary Education	21	37.5%	19	31%
Post secondary Education	14	25%	15	25%
University Education	8	14%	21	35%
Total	56	100	60	100

The information in table 4.2 shows that fathers of the students targeted in this study were more educated than mothers at post-secondary and university levels. Thus 2% of fathers have no formal schooling compared to 3.5% of mothers. At primary and secondary levels, fathers constituted 7% and 31% and mothers 20% and 37.5% respectively. At post secondary and university level, fathers formed 25% and 35% respectively while mothers comprised 25% and 14% respectively.

The results in table 4.2 indicate that students from North Kinangop in Nyandarua District in Kenya belong to the low class category in the social strata. According to the reviewed literature deviance from students of the lower class category is either as a results of anomy, differential association or hopelessness of ever achieving in life (Sifuna, 1977). It is interesting to find that most students in the study sample cited family background (anomy) and peer pressure (differential association) as the main causes of deviance.

After analysing the social economic status of the students as indicated by their parents level of education, the causes of deviance in secondary schools are examined. Table 4.3 (a) and (b) below present the students' responses.

Table 4.3. a: Mentions of Causes of Deviance in Secondary Schools by Students from Girls only schools.

Causes of Deviance	Responses	Strongly agree	Agree	Disagree	Strongly Disagree	%
Family background	83	45%	37%	11%	7%	100
Head teachers' dictatorship	83	17%	26%	24%	33%	100
Cruel teachers	83	34%	31%	23%	12%	100
Peer pressure	83	68%	18%	7%	7%	100
Poor guidance & counselling	83	24%	19%	18%	39%	100
Idleness	83	46%	31%	12%	11%	100
Too much pocket money	83	29%	33%	24%	14%	100
Too little pocket money	83	31%	24%	30%	15%	100

4 3.b. Mentions of Causes of deviance in Secondary schools by mixed secondary schools students

Causes of Deviance	Responses	Strongly agree	Agree	Disagree	Strongly Disagree	%
Family background	77	12%	25%	30%	33%	100%
Head teachers' dictatorship	77	14%	17%	23%	46%	100%
Cruel teachers	77	17%	17%	23%	43%	100%
Peer Pressure	77	23%	31%	23%	23%	100%
Poor guidance & counselling.	77	16%	12%	20%	52%	100%
Idleness	77	35%	23%	8%	34%	100%
Too much pocket money	77	23%	22%	29%	26%	100%
Too little pocket money	77	29%	16%	23%	32%	100%

Results in Table 4.3 (a) shows that majority of students in girls only schools consider family background as a major cause of deviance in schools, with 45% strongly agreeing, 37% agreeing, 11% disagreeing and 7% strongly disagreeing. Only

17% strongly agreed that dictatorship by the headteacher causes deviance, 26% agreed, 24% disagreed and 33% strongly disagreed. On cruelty of teachers as a cause of deviance, 34% strongly agreed and 31% agreed, while 23% disagreed and 30% strongly disagreed. On poor guidance & counselling, 24% strongly agreed and 19% agreed, but 18% disagreed and 39% strongly disagreed. Some 46% strongly agreed, 31% agreed, while 12% disagreed and 11% strongly disagreed that idleness was a cause of deviance. On the issue of too much pocket money, 29% strongly agreed, 33% agreed, while 24% disagreed and 14% strongly disagreed that it has influence on student discipline. The issue of too little pocket money was perceived to contribute to deviance thus; 31% strongly agreed, 24% agreed, while 30% disagreed and 15% strongly disagreed that it was associated with deviance.

A very close pattern emerges from mixed school results, in table 4.3(b.) The results on family background show that 12% strongly agreed, 25% agreed, 30% disagreed and 33% strongly disagreed that it influences behaviour. With regard to headteachers' dictatorship 14% strongly agreed, 17% agreed, 23% disagreed, and 46% strongly disagreed. The analysis on the impact of cruelty of teachers on deviance indicated that 17% strongly agreed, 17% agreed, 23% disagreed, and 43% strongly disagreed that it affects behaviour. Peer pressure had 23% strongly agreeing, 31% agreeing while 23% disagreeing and 23% strongly disagreeing as contributing to deviance. On the issue of poor guidance & counselling, 16% strongly agreed, 12% agreed, while 20% disagreed and 52% strongly disagreed. As far as idleness is concerned, 35% strongly agreed, 23% agreed while 8% disagreed and 34% strongly disagreed. Then 23% strongly agreed on too much pocket money as a cause to deviance, 22% agreed, 29% disagreed and 26% strongly disagreed. Another 29% and 16% respectively, strongly agreed and agreed that too little pocket money is a cause of deviance, while 23% disagreed and 32% strongly disagreed it contributed to deviance in schools.

By examining the way students rate the causes, it can be observed that there is not much difference between the responses on causes of deviance from girls' only schools and those from mixed schools. But while girls from all girls secondary schools rate

family factors and cruel teachers highly, those in mixed schools did not. As for cruel teachers, girls felt intimidated and personalised issues of punishment, while boys tend to forget them after they were over.

Students also saw most factors as arising from the students themselves. For instance, they all rated peer pressure highly as a cause of indiscipline. They also rated idleness highly, a factor that may provide them with ample time for planned mischief. The researcher felt that with proper guidance and counselling, they are problems that can be understood and addressed by a competent teacher counsellor. As Dr. Titus Towett (1978) said, conditions of living for our society are rapidly changing and all these things are making the individual depend more upon some sort of external help and assistance. Inevitably, some individuals in our schools who are hampered by lack of proper guidance will not be able to realise all their aspirations.

The study attempted to compare the Teacher Counsellors' opinion of the causes of deviance by including the same set of questions in the teacher counsellors' questionnaire. The responses are contained in table 4.4

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Table 4.4 Causes of deviance: Teacher Counsellors' Responses

Causes of deviance	Frequency	Strongly agree	Agree	Disagree	Strongly disagree	%
Family background	4	50%	50%	0%	0%	100%
Headteachers' dictatorship	4	0%	0%	75%	25%	100%
Cruel teachers	4	50%	25%	25%	0%	100%
Peer pressure	4	50%	50%	0%	0%	100%
Poor guidance & counselling	4	25%	0%	50%	25%	100%
Idleness	4	25%	50%	0%	25%	100%
Too much pocket money	4	50%	50%	0%	0%	100%
Too little pocket money	4	25%	50%	25%	0%	100%

The analysis in table 4.4 shows that the Teacher Counsellors' rating of causes of deviance is close to that of the students, particularly those from all girls' schools. The results on the effects of family background indicate that 50% strongly agreed, 50% agreed while none disagreed or even strongly disagreed that family background influences deviant behaviour. On the headteachers' dictatorship as a cause to deviant behaviour 75% disagreed, while 25% strongly disagreed. None agreed or strongly agreed that dictatorship by headteachers contributed to school deviance. However 50% strongly agreed that cruelty by teachers is a cause while 25% agreed. Only 25% disagreed that cruelty by teachers did not contribute to deviance.

As far as peer pressure is concerned, 50% of the respondents strongly agreed that peer pressure was associated with deviant behaviour. The rest (50%) supported the view. On the issue of poor guidance and counselling, 25% strongly agreed, 50% disagreed and 25% strongly disagreed that it was a variable of concern in respect to deviant behaviour. On idleness 25% strongly agreed, 50% agreed while none disagreed and 25% strongly disagreed respectively that it contributed to indiscipline. With regard to too much pocket money, 50% strongly agreed, 50% agreed while none disagreed or strongly disagreed that it was related to deviance. On too little pocket money 25% strongly agreed, 50% agreed, 25% disagreed and none strongly disagreed that it influenced discipline in schools.

After dealing with causes of deviance in schools, attention focussed on methods that can be used to curb it. The responses on the methods that can be used to manage and control indiscipline are summarized in table 4.5(a) and (b).

Table 4.5 (a): Methods of controlling deviance in girls' secondary schools.

Variables	Strongly recommended	Recommended	Not recommended	%	N=
Caning	5%	14%	81%	100%	83
Reporting to the head teacher	45%	47%	8%	100%	83
Referring to teacher counsellor	51%	37%	12%	100%	83
Suspension	30%	41%	29%	100%	83
Sending for parents	42%	31%	27%	100%	83

Table 4.5 (b): Methods of controlling deviance in mixed secondary schools.

Variables	Strongly recommended	Recommended	Not recommended	%	N=
Caning	5%	25%	70%	100%	77
Reporting to the head teacher	44%	48%	8%	100%	77
Referring to teacher counsellor	43%	39%	18%	100%	77
Suspension	36%	40%	24%	100%	77
Sending for parents	35%	39%	26%	100%	77

Data in table 4.5 (a). shows 5% of teachers from girls schools strongly recommended caning , 14% recommended while 81% did not recommend caning as a method of controlling indiscipline. Table 4.5.b shows a similar number of 5% strongly recommending, 25% recommending, while 70% do not recommend caning.

The analysis also shows 45% of teachers in girls schools strongly recommended reporting badly behaved students to the headteacher as a method of controlling deviant behaviour. 47% recommended, while 8% did not recommend.

The results in table 4.5 (b) indicate that teachers in co-educational schools also favour reporting deviant students to the headteacher, with 44% strongly recommending, 48% recommending. However, some 8% of the teachers did not

recommend indisciplined students to the headteacher as a method of controlling misbehaviour.

With regard to referring deviant students to the teacher counsellor, results in table 4.5 (a) show 51% as strongly recommending, 37% recommending while 12% do not recommend it in an all girls' school. However, co-educational schools too have 43% strongly recommending, 39% recommended and 18% not recommending referring deviant cases to the teacher counsellor.

With respect to suspension as a method of controlling indiscipline, table 4.5.(a) shows 36% strongly recommended suspension, 41% recommended and 29% did not recommend. Table 4.5.b.results show 36% strongly recommended suspension, 40% recommended, and 24% did not recommend it.

On surmmorning for parents to school when their children misbehaved, analysis in table 4.5 (a) shows that 42% strongly recommended, 31% recommended and 27% did not recommend. Information in table 4.5 (b) indicates that 35% strongly recommended sending for parents, 39% recommended, and 26% did not recommend.

To sum up the results in tables 4.5.(a) and (b) .the tables indicate that majority of students from both types of schools, recommended reporting of deviant students to the headteacher, and teacher counsellor, suspension and sending for parents in that order. Caning is not popular in either of the schools. To improve discipline in secondary schools 31% of the students recommended more time for guidance and counselling, 25% proposed an increase of teacher counsellors and 12% said teacher counsellors should be more sensitive to their problems, 9% recommended punishments, 8% on need for a change in students' attitude, 5% introduction of strict rules while 10% recommended that students should cultivate good behaviour.

The study further looked at how the teacher counsellors rate the methods used to control behaviour for the purpose of comparing with those of the students. The results on teacher counsellor's responses are contained in table 4.6.

Table 4.6: Teacher Counsellors' Responses on Methods of Controlling Deviance in Schools.

Methods	Highly recommended	Recommended	Not recommended	%	N=
Caning	75%	25%	0%	100%	4
Reporting to the head teacher	50%	50%	0%	100%	4
Referring to teacher counsellor	75%	25%	0%	100%	4
Suspension	0%	50%	50%	100%	4
Sending for parents	0%	100%	0%	100%	4

Results in table 4.6 shows that 75% of the teacher counsellors highly recommended caning while 25% did not recommend it. The reporting of deviant students as a means of controlling indiscipline to the headteacher was highly recommended with 50%, and recommended by 50% of the respondents. The teachers who strongly recommended reference of the student to the teacher counsellor constituted 75% while 25% recommended. While none of the teacher counsellors highly recommended suspension, 50% recommended but 50% did not recommend it. However, sending for parents of the students with deviant behaviour was not recommended at all.

The researcher noted that while caning was the most unpopular method according to students rating, it was however highly supported by the teacher counsellors. This could be a strong indication of the teacher counsellors' ignorance over the principles of counselling which discourage corporal punishment as a method of correcting behaviour.

The teacher counsellors also suggested use of minor punishments in handling deviance. Makinde (1984) says that teacher counsellors should work together to instil discipline, through teaching method, through personal example, through participation of students in government, through give and take and through the enforcement of self-

control and self-discipline rather than sarcasm and corporal punishment.

The study also looked at the type of counselling services offered in schools through the teacher counsellors' questionnaire. Results indicate that the school authority consulted the teacher counsellors after the students had been punished. Some 75% of the teacher counsellors felt that there was need for consultation between the school administrators and teacher counsellors as a way of minimising deviant behaviour. However, 25% indicated deviant students should be left to administrators for punishment.

With respect to frequency of counselling sessions some 50% of teacher counsellors indicated that they offered this service weekly. 25% gave it during disciplinary crisis, while 25% provided counselling on a monthly basis. The type of counselling offered, concentrated on counselling students on academic matters at the expense of vocational, social and psychological counselling. (MOEST,1988) committee chaired by Kamunge had emphasized the importance of the three types of counselling. This type of counselling was expected to help individuals to identify their interests and also assist them face realities in life. Knox (1974) indicated that counselling students on academic matters only and ignoring proper behaviour gives way to deviance. Kilonzo (1985) cited as weak any counselling offered to students in form Four (the last year of the secondary cycle of education) only, as students need a base as early as in Form One, first year of secondary education; Counselling is a progressive exercise. Finally, the analysis of the last objective, which sought to find out the students' perception on teacher counsellor in the management of deviant behaviour. is illustrated in table 4.7 (a. and b.) and by type of school.

Table 4.7 (a): Students' Rating on Counsellors' Ability to Manage Deviance by Students from Girls Schools.

Variables	Strongly agree	Agree	Disagree	Strongly disagree	%	N=
Teachers' availability	63%	29%	6%	2%	100%	83
Teachers' desire to help	59%	31%	6%	4%	100%	83
Resourcefulness	65%	31%	0%	4%	100%	83
Knowledgeable	46%	47%	6%	1%	100%	72
Trustworthiness	28%	45%	18%	9%	100%	83
Integrity as a role model	35%	31%	19%	15%	100%	83
Ability to enable student gain confidence	48%	39%	11%	2%	100	83
Understanding and patience	38%	33%	16%	13%	100%	83
Ability to intervene professionally	28%	44%	22%	6%	100%	79

(4.7(b): Students' Rating on Teacher Counsellors' Ability to Manage Deviance from Mixed Secondary Schools.

Variables	Strongly agree	Agree	Disagree	Strongly disagree	%	N=
Teachers' availability	34%	34%	22%	10%	100%	61
Desire to help	57%	36%	4%	3%	100%	77
Resourcefulness	66%	26%	4%	4%	100%	77
Informed\ Knowledgeable	55%	30%	8%	7%	100%	77
Trustworthy	43%	35%	13%	9%	100%	77
Regards integrity	26%	34%	23%	17%	100%	61
Ability to make student gain confidence	61%	34%	4%	1%	100%	71
Understanding and patient	36%	30%	19%	15%	100%	73
Able to intervene professionally	34%	34%	22%	10%	100%	62

The results in table 4.7 (a). show 63% of girls' schools strongly agreed that teacher counsellors were usually around, 29% agreed, 6% disagreed and 2% strongly disagreed. In co-educational schools. results indicate that 49% strongly agreed, 39% agreed, 6.5% disagreed and 5.5% strongly disagreed that teacher counsellors are around to manage discipline in mixed secondary schools.

On teachers' desire to help students. analysis in table 4.7 (a) showed that 59% strongly agreed, 31% agreed and 4% strongly disagreed that teachers had desire to offer help to students. Information in table 4.7(b) shows 57% strongly disagreeing, 36% agreeing, 4% disagreeing and 3% strongly disagreeing that teachers have desire to help.

With respect to resourcefulness. information in table 4.7.(a). shows 65% strongly agreed, 31% agreed and 4% strongly disagreed. Analysis in table 4.7.(b). show 66% strongly agreed over the same. 26% agreed, 4% disagreed and 4% strongly disagreed that teacher counsellors are resourceful.

On teacher counsellor being informed / knowledgeable data in table 4.7(a) show that 46% of students from all girls school strongly agreed, 47% agreed, 6% disagreed and 1% strongly disagreed that they were knowledgeable.

Results in table 4.7(b) from students from co-educational schools were more or less similar to those of students from single sexed schools.

As for trustworthiness. data in table 4.7(a) indicate that 28% strongly agreed, 45% agreed, 18% disagreed while 9%strongly disagreed teacher counsellors are trustworthy. In mixed schools. 43% strongly agreed 35% agreed, 13% disagreed, and 9% strongly disagreed that teacher counsellors were trustworthy.

With regard to integrity. information in table 4.7.(a) reveals that 35% of students from single sexed school strongly agreed, 31% agreed, 19% disagreed, and 15% strongly disagreed that counsellors had integrity. The analysis in table 4.7.(b) has indicated that 26% strongly agreed, 34% agreed, 23% disagreed and 17% strongly disagreed that counsellors had integrity.

In enabling students to regain confidence. data in table 4.7(a) showed that 48%

strongly agreed, 39% agreed, 11% disagreed and 2% strongly disagreed. Information in table 4.7(b) reveals that, 61% strongly agreed, 34% agreed, 4% disagreed and 1% strongly disagreed with the statement that teacher counsellors students to gain confidence.

In handling students with patience and understanding, table 4.7(a) has shown that 38% of the students from the girls strongly agreed, 33% agreed, 16% disagreed and 13% strongly disagreed that teacher counsellors were patient and understanding. The results on the same issue in table 4.7(b) by students from co-educational schools concur with those from single sexed schools.

As far as the ability to intervene professionally is concerned data in table 4.7(a) has shown that 48% of the respondents strongly agreed, 44% agree, 22% disagreed and 6 % strongly disagreed with the statement. Information in table 4.7 (b) by students from co-educational schools indicated that 34% strongly agreed, 34% agreed, 22% disagreed and 10% strongly disagree that teacher counsellors were able to intervene professionally when approached by students with problems. .

The results in table 4.7(a) & (b) indicate that teacher counsellors were rated positively by students in many areas. However, the fact that they were rated highly as being around was contradicted by the students demand to have more time for counselling in the open-ended section of the questionnaire .The teacher counsellor does not have enough time with students, possibly because of being overloaded with teaching. Muithya (1996) noted that counselling sessions were not provided for in the school timetable. Given that rating of trustworthiness and role model was low compared to other variables, this may suggest lack of training and skills since the teacher counsellors have been rated as being interested in counselling

The poor rating of ability of teacher counsellor to intervene professionally may give an indication that head teachers do not give them opportunity to handle cases of deviance. This may be what Dr.Towett (1977) meant when he cautioned the head teachers not to give mere lip service to the guidance and counselling program if it is to succeed.

When reviewing literature, the researcher had noted the emphasis of previous

researchers on the importance of training the teacher counsellors for them to be effective. (Makinde, 1993; Ndung'u, 1989; Kiura, Gitau & Kiura, 1999; Mutie and Ndambuki, 1999; Duda, 1996; Muithya, 1996; Wango, 2003). It was clear from the results of researches that lack of trained counsellors hampered effective counselling services in schools. This study has confirmed that most of teacher counsellors in Kenyan schools do not possess the requisite training in counselling. This is illustrated by analysis in table 4.8.

Table 4.8 Professional Qualifications of Teacher Counsellors

Counseling qualification	Frequency	Percentage
Degree	0	0%
Certificate	1	25%
In service	2	50%
None	1	25%
Total	4	100%

The results in table 4.8 show that the highest professional qualification possessed by counsellors is a certificate while 2(50%) had been in-serviced in guidance and counselling. The rest had no training at all. This shows that while teacher counsellors may be doing a lot of counselling, they may not be doing it right and probably this could be one of the reasons why counselling has not been effective in controlling or even minimising deviance in our secondary schools. Although the teacher counsellors may have the interest at heart, they may not be competent to offer effective counselling services to students.

In gaining an insight about the characteristics necessary for effective performance of a teacher counsellor, students were asked to indicate what they perceived to be ideal characteristics. Their responses included that teacher counsellors should be female, (and they all happened to be), mothers with their own children, be smartly dressed, and in addition to be committed Christians. The students were further requested to indicate what they perceived to be the major weaknesses of the counsellors. The information provided by students on this issue is summarised in table 4.9.

Table 4.9: Students' Responses on the Weaknesses of their Teacher Counsellors.

Weakness	Frequency	%	N=
None	23	12.7	180
Comes late for sessions	27	15	180
Fails to mobilize all for sessions	3	1.7	180
Covers a topic for too long	2	1.1	180
Shy	12	6.7	180
Does not have all answers	10	5.6	180
Does not keep secrets	13	7.2	180
Judgmental	6	3.3	180
Not social with students	8	4.4	180
Not very caring	6	3.3	180
Not very open-minded.	7	3.9	180
Disorganised	3	1.7	180
Not understanding	5	2.8	180
Favouritism	5	2.8	180
Talks all the time	3	1.7	180
Too busy	5	2.8	180
Talks to seniors only	3	1.7	180
Quick tempered/rude/abusive	6	3.3	180
Weak as a teacher	2	1.1	180
Lazy	6	3.3	180
Proud	3	1.7	180
Refers to ancient things	4	2.2	180
Forgetful	4	2.2	180
Dresses shabbily	5	2.8	180
Feared by students	4	2.2	180
No individual counseling	5	2.8	180
Total	180	100	

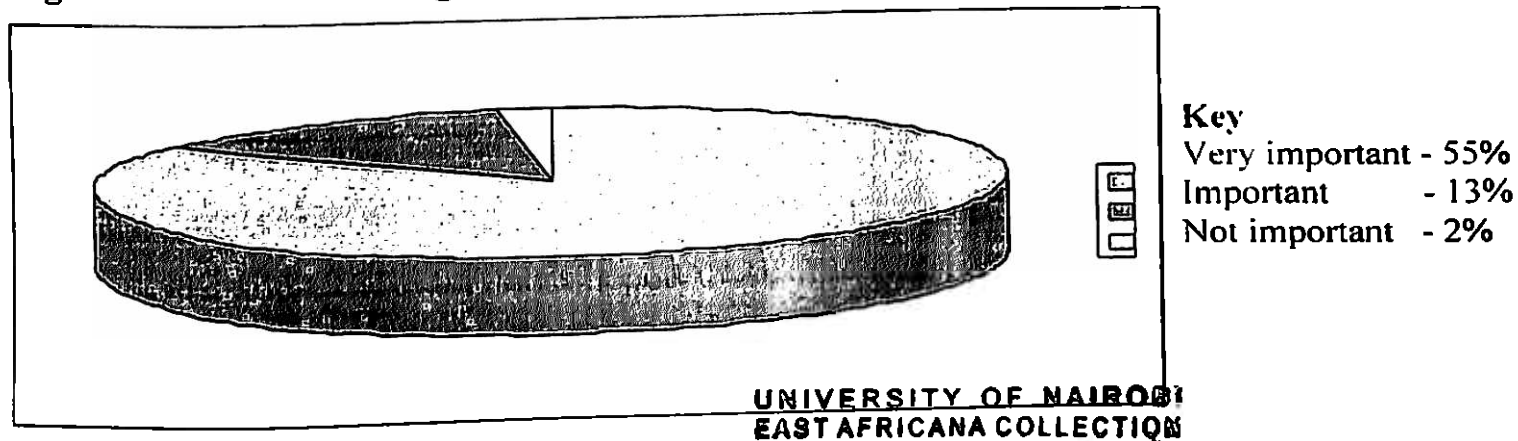
The analysis in table 4.9 has revealed that the major weaknesses of the teacher counsellor included lateness in beginning the counselling sessions with (15%), followed by inability of counsellors to keep secrets (7.2%), shyness (6.7%), lack of answers to problems at hand (5.6%), anti- social with students (4.4%), narrow mindedness about problems presented (3.9%), lack of caring and quick tempered (3.3%) respectively.

The analysis of weaknesses of teacher counsellors as highlighted by the students,

were lack of training to handle guidance and counselling services, such as impartiality and confidentiality. These findings support those of Kiura and Gitau, 1999.

In spite of the fact that students found guidance and counselling inadequate, they felt that the service was vital in a school structure. Information in figure 1 has presented students' ratings on the importance of guidance and counselling in schools.

Figure 1: Students' Rating of Importance of Guidance and Counselling



The data in figure 1 show that 85% of the students considered guidance and counseling as very important and 13% as important. Only 2% of the students felt that it was not important. In response to why they thought guidance and counselling was important they stated that it would improve discipline in schools. Thus, the program had the potential in helping students resolve their problems without resulting to deviant activities

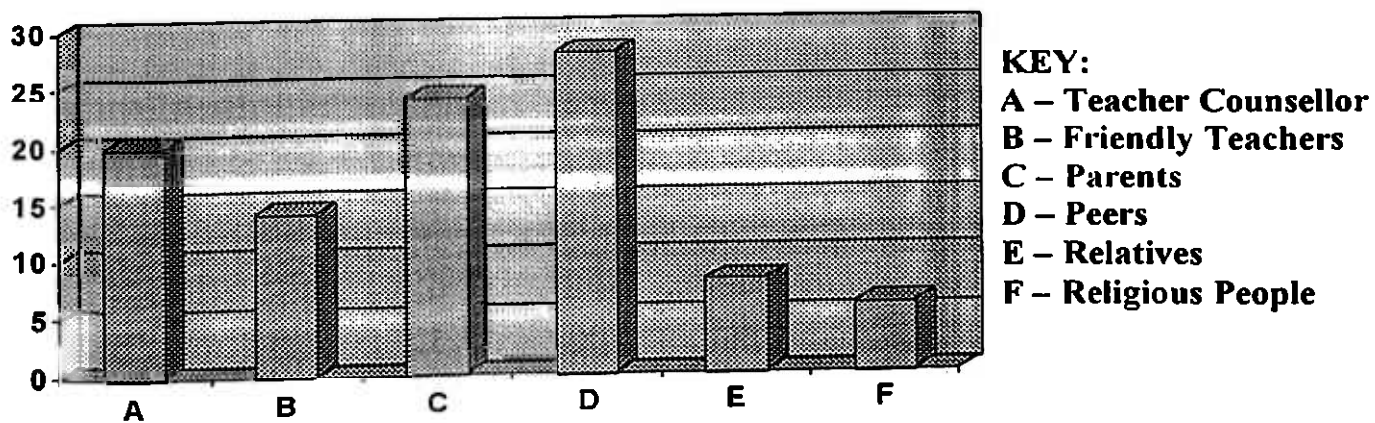
The teacher counsellors also appreciated the importance of counselling in schools, thus, 45% of the teacher counsellors proposed more counselling sessions for students, 30% recommended improvement of relations between teachers and students, 15% mentioned punishments, while another 10% mentioned suspension. The responses by the teacher counsellors compared favourably well with those of the students on ways to improve counselling services in schools.

Other recommendations that were mentioned by teacher counsellors in an effort to improve discipline in schools included awards for good behaviour, involvement of stakeholders in guidance and counselling, and more participation of teacher

counsellors in dealing with cases of deviance in schools by headteachers.

In order to establish who students consulted for personal information besides the teacher counsellors, they were requested to indicate sources of such information. The information gathered on this matter is contained in figure 2.

Figure 2. People Consulted by Students for Personal Information



The information in figure 2 shows that 20% of the students consulted the teacher counsellor, 14% friendly teachers, 24% parents, 28% peers, 8% relatives while 6% consulted religious people. These results suggest that teacher counsellors were not consulted frequently for personal counselling. In essence, what the students seem to imply is that they appreciated counselling in-groups; they rarely approached the teacher counsellors individually. These results have revealed that students consulted other students (peers) more than any other person. This finding is disturbing because peers are usually under pressure to conform to the demands of other students. Additionally, students may not have accurate and "tested" information to pass on to others. Students' dependence for information on their peers may explain why there are many indiscipline cases in schools.

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS.

This study sought to find out secondary school students' perception on the role of teacher counsellors in the management of deviant behaviour in Nyandarua District.

The major findings of the study include:

- Students appreciate the importance of guidance and counselling in schools.
- Students have an understanding of the causes of deviant behaviour. They mentioned peer pressure and family background as the main causes of deviant behaviour in schools.
- Most responses of the students on causes of deviant behaviour and methods of control of such behaviour match those of teacher counsellors.
- The methods applied when handling deviance such as reporting to the headteacher, referring to the teacher counsellor, suspension, and sending for parents are generally tolerated, with the exception of caning.
- The most acceptable method of dealing with deviant behaviour is that of referring students to the head teacher and the teacher counsellor.
- The head teachers rarely involve the teacher counsellors in dealing with deviant cases.
- Teacher counsellors were untrained and therefore were not fully conversant with guidance and counselling skills and techniques.
- Students' perception of teacher counsellors in the management of deviant behaviour is positive. Indeed the students asked for allocation of more time and an increase of the number of the teacher counsellors in schools.

Recommendations

On basis of findings outlined here above the following recommendations have been made;

That the Ministry of Education Science and Technology should give guidance and counselling the attention if deviance is to be controlled in the Kenyan schools in the

following areas.

1. The first task would be to ensure that all the teacher counsellors are adequately trained to provide them with skills.
2. Heads of Departments in guidance and counselling be made full time counsellors in order to have more time, particularly for individual counselling
3. All school administrators undergo the same training, for them to be able to have a grasp of the role of teacher counsellors in the management of deviant behaviour. This would eliminate the possibility of the headteacher feeling threatened by the teacher counsellors' activities.
4. Registration of guidance and counselling by an act of parliament within the MOEST in order to protect teacher counsellors from victimisation by headteachers.
5. Funds and resource materials, such as books, magazines, videotapes, be provided for provision of effective guidance and counselling services.
6. All teachers should take guidance and counselling as part of their course during their training as teachers. This would make them able to work as a team with the teacher counsellors and not as hindrances.

Suggestions for Further Research

1. There is needed to study the perception of the headteachers on the teacher counsellors' ability to manage behaviour.
2. The teachers' perception of the teacher counsellors' role in the Management of deviant behaviour need be studied as well. This would shed more light as the reason why deviance continues to rise unabated in spite of the program having been established in all schools
3. A study of the student's perception of Teacher Counsellors should also be carried out in other parts of Kenya since this is only a case study whose results are not generalised to the rest of Kenya's secondary schools.

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APENDIX ONE

Student's Questionnaire on Management of Deviant Behaviour in Secondary Schools.

1. This questionnaire is seeking your views on school discipline
2. Note some form of deviant behaviour is manifested in any normal school. so feel free to answer the questions honestly.
3. This questionnaire is divided into five sections. Read the instructions give at the beginning of each part. and kindly respond to the questions.
4. Be assured your response will be held in strict confidence and therefore do not write your name in this questionnaire.

SECTION A

1. Causes of deviant in schools

Below is a list of possible causes of deviant behaviour. From your observation, tick the ones that best express your view in each of the items.

Causes of deviance	Strongly agree	Agree	Disagree	Strongly disagree
1. Family background				
2. Dictatorship by the Head Teacher				
3. Cruel teachers				
4. Peer pressure (negative)				
5. Poor guidance & Counselling service				
6. Idleness among students				
7. Too much pocket money				
8. Too little pocket money				

9. Any other especially suited to your school

.....

.....

.....

.....

SECTION B.

Students' Perception of response to Deviant Behaviour

Below is a list of possible actions taken by the School authority to manage deviant behaviour.

Tick the ones you feel as appropriate according to your view.

Methods used to discipline	Strongly recommended	Recommended	Not recommended
1. Caning			
2. Reporting to the Head Teacher			
3. Referring the students to Teacher Counsellor			
4. Suspension			
5. Sending for parents			

5. Kindly write down three best methods you would recommend in enforcing school discipline and why.

(1)

why

(2)

why

(3)

why

SECTION C

The Teacher counsellor and the Management of deviance

1. How often do you hold a dialogue with the Teacher Counsellor as a group, a class, a school?

Tick the correct answer.

- Once a week
- Once a month
- During Crisis
- Never

2. Please, rate the performance of the Teacher Counsellor in you school, by ticking the answer that best describes your view.

Counsellor's performance	Strongly agree	Agree	Disagree	Strongly disagree
1. He/she is usually around when we need her				
2. He/she has a sincere desire to help				
3. He/she is resourceful and gives useful advice				
4. He/she is well informed and able to assist in most of the cases				
5. He/she is trustworthy and can not betray a student's				
6. He/she regards integrity of the students				
7. He/she is able to make a student gain confidence				
8. He/she handles deviant students with patience and understanding unlike the other teachers				
9. He/she is able to intervene professionally				

10. Write down what you consider to be good qualities of a Teacher Counsellor

11 In your view:

a) Is there need for guiding and counseling programme in your school?

Yes _____ No _____ Not sure _____

b) if "yes" why?

c) If not why?

12. In your view is a teacher counsellor important in maintaining discipline in schools?

Tick one only.

a) Very Important _____

b) Important _____

c) Not important _____

13. What are major weaknesses of your teacher counsellor?

14. Give three types of people you go to for information on personal matters

(i)

(ii)

(iii)

SECTION D:

STUDENTS-BACKGROUND INFORMATION

1. Name of school
2. Class
3. Religion
4. Sex (boy/girl)
5. **Father's Level of Education**
 - No formal education
 - Primary education
 - Secondary education
 - Post secondary education
 - University education
6. **Mother's Level of Education**
 - No formal education
 - Primary education
 - Secondary education
 - Post secondary education
 - University education

APPENDIX TWO

Teacher Counsellor's Questionnaire on Management of deviant in Secondary School

1. This questionnaire seeks to find information on the students' deviant behaviour.
2. You are therefore requested to answer all questions accurately and truthfully
3. Your response will be treated with utmost confidentiality, therefore do not write your in this questionnaire.

SECTION A

General information

1. Name of school
2. Who appointed you to a Teacher Counsellor position
 - TSC Appointment
 - Head teacher Appointment
3. Nature of training as a counsellor
 - Inservice
 - Certificate
 - Degree
 - None of the above

SECTION B

Counselling techniques

1. State the frequency of holding dialogue with students
 - Once a week
 - once a month
 - during crisis
 - never
2. Do you conduct orientation programmes for students when they report in your school?
 - Yes
 - No
3. How often does the administration consult you over deviant cases?
 - All times
 - some times
 - never
4. How easy to students find it to consult Guidance and counselling teacher?
 - Very easy
 - easy
 - not easy
5. How often do you consult the parents in matters of discipline
 - Very often
 - often
 - rarely
6. How useful is your consulting the Head Teacher on matters of discipline?
 - Very useful
 - useful
 - not useful
7. What type of guidance and counselling do you offer your students
 - Educational guidance
 - vocational guidance
 - psychological guidance

SECTION B

Below is a list of causes of deviant behaviour. From your observation tick the one that best expresses your view.

Causes of deviance	Strongly agree	Agree	Disagree	Strongly disagree
1. Home background				
2. Dictatorship by the head teacher				
3. Cruel teachers				
4. Peer Pressure (negative)				
5. Drug abuse				
6. Poor guidance & counselling services				
7. Idleness among students				

SECTION C

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Teachers role in minimising deviance.

Below is a list of possible roles played by a headteacher in a school to minimise deviance. Tick the once you practice most.

Methods used to discipline	High recommended	Recommended	Not recommended
1. Reporting to the Head Teacher			
2. Referring the student to Teacher Counsellor			
3. suspension			
4. Sending for parents			

5 others specify

6. Kindly write down three best methods you would recommend in enforcing school discipline and why

(i).....

why

(ii).....

why

(iii).....

why

7. What problems do you encounter when enforcing discipline

.....

.....

Suggest ways of improving discipline

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EAST AFRICANA COLLECTION

.....

.....

9 a) Is there need for guiding and counselling in your school?

Tick one only

Yes No Not sure.....

10 a) In your view is a teacher counsellor important in

maintaining discipline? (Tick one only)

Very important..... Important Not important

b) Explain your answer

.....

.....

SECTION D

Teachers Personal Data

a) Level of education

.....

b) Teaching experience

.....

c) Gender (Male/Female)

.....

What problems do you encounter when enforcing discipline?

.....

.....

.....

.....

.....



UNIVERSITY OF NAIROBI
 COLLEGE OF EDUCATION AND TECHNICAL STUDIES
 FACULTY OF EDUCATION
 DEPARTMENT OF EDUCATION FOUNDATIONS

10th Oct. 2003

Your Ref:
 Our Ref:

Permanent Secretary
 Ministry of Education Science and Technology
 P O Box 30040
 NAIROBI

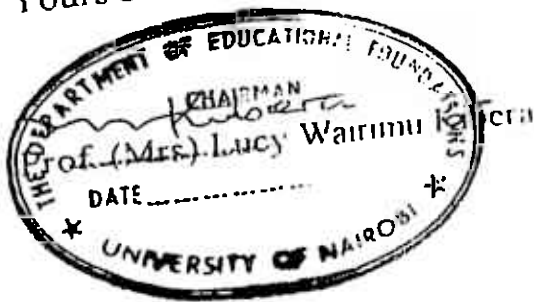
Dear Sir,

Re: Research permit for Christine Muthoni Kahigi Reg. No. E55/P/8924/2000

The person named hereabove is a bonafide student of the University of Nairobi undertaking a Master of Education degree and intends to collect data

Kindly assist her with a research permit to enable her gather data on the topic "Students' Perceptions on the role of the teacher counselor in the management of Deviant Behaviour in Nyandarua District Kenya

Yours Sincerely,



62

Telegram: "CEES"
 Telephone: 0154-32020/21/22 or 32029/32117/8
 Fax: (254-2-) 336885 or (254-154-) 3246"

P.O. Box 30197, Nairobi, Kenya
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When replying please quote



JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box: 30040-00100
NAIROBI

Ref. No. MOEST 13/001/33C293/2
and date

15th October..... 2003

Christine Muthoni Kahigi
University of Nairobi
P.O. Box 30197
NAIROBI

Dear Madam

re: RESEARCH AUTHORIZATION

Please refer to your application for authority to conduct research on the student perceptions on the role of the Teacher Counsellor in the Management of Defiant Behaviour in Nyandarua District, Kenya. I am pleased to inform you that your have been authorised to conduct research in Nyandarua District for a period ending 30th November 2004.

You are advised to report to the District Commissioner, and the District Education Officer before embarking on your research project.

It is noted that the research is a requirement in Partial Fulfilment for the award of Master of Education Degree by the University of Nairobi.

Yours faithfully

A.G. MARIA
FOR: PERMANENT SECRETARY

C.C.

The D.C.
NYANDARUA DISTRICT

The D.E.O.
NYANDARUA DISTRICT

I am aware of her presence in the District to carry out research. Please advise.

DISTRICT EDUCATION OFFICER
NYANDARUA
25/10/03

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HE DAS NYANDARUA are aware of her presence in the District here where research is being carried out. M-O-DGU/A

DISTRICT OFFICER
24/10/03